

**QUARTERLY REPORT**  
**# 5**

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## GLOSSARY

|             |  |
|-------------|--|
| AED         | - Academy for Educational Development                    |
| BEPS        | - Basic Education & Policy Support                       |
| BOG         | - Board of Governors                                     |
| CCT         | - Coordinating Center Tutors                             |
| CE/TE       | - Commissioner of Education/teacher Education Department |
| CPD         | - Continuous Professional Development                    |
| DEO         | - District Education Officer                             |
| DE/MOES     | - Director of Education/ Ministry of Education & Sports  |
| DHS         | - Demographic Health Survey                              |
| DIS         | - District Inspector of Schools                          |
| DP          | - Deputy Principal                                       |
| EIC         | - Equity in the Classroom                                |
| EMIS        | - Education Management & Information Systems             |
| EPD         | - Education Planning Department                          |
| <b>EPIA</b> | - Education Policy & Institutional Advisor               |
| EPRC        | - Education Policy Review Commission                     |
| ESC         | - Education Service Commission                           |
| ESCC        | - Education Sector Consultative Committee                |
| ESIP        | - Education Strategic Investment Plan                    |
| FA          | - Funding Agencies                                       |
| GOU         | - Government of Uganda                                   |
| HOP         | - Head of Programme                                      |
| HT          | - Head Teacher   |
| ITEK        | - Institute of Teacher Education Kyambogo                |
| JICA        | - Japanese International Co-operation Agency             |
| LC          | - Local Councilor  |
| MOES        | - Ministry of Education & Sports                         |
| NGO         | - Non Governmental Organization                          |
| NTC         | - National Teacher's College                             |
| O/DP        | - Outreach/Deputy Principal                              |
| PCV         | - Peace Corp Volunteer                                   |
| P/DP        | - Pre-Service Deputy Principal                           |
| P/PE        | - Pre-primary and Primary Department                     |
| PTC         | - Primary Teacher College                                |
| PTE         | - Primary Teacher Education                              |
| SMC         | - School Management Committee                            |
| SOW         | - Scope of Work  |
| SUPER       | - Support for Uganda Primary Education Reform            |
| TDMS        | - Teacher Development Management Systems                 |
| TDMP        | - Teacher Development Management Plan                    |
| TOF         | - Training of Facilitators                               |
| UBOS        | - Uganda Bureau of Statistics                            |
| UPE         | - Universal Primary Education                            |
| USAID       | - United States Agency for International Development     |

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## **BASIC EDUCATION AND POLICY SUPPORT [BEPS]**

### **Quarterly Performance Report: Mid- August - December, 2001**

**Contractor:** Creative Associates International, Inc.  
**Contract #:** BEPS/Uganda Project # 748-05  
**Position:** Education Policy & Institutional Advisor  
**Reporting Period:** mid-August - December, 2001

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## **1. INTRODUCTION**

This report has been prepared by the Education Policy & Institutional Advisor and is submitted as a quarterly report, which covers the period August - December, 2001. The report is organized into four major sections: Introduction, which includes the background and scope of work; Progress & Accomplishments; Challenges & Emerging Issues; and plans for the next quarter.

### **1.1 BACKGROUND**

The overall purpose of the Basic Education and Policy Support [BEPS] Project is to assist developing and newly independent nations to improve the quality, access, management and effectiveness of their educational systems, particularly basic education. The project goals are to:

- Improve the quality, efficiency, access and equity of education, particularly basic education
- Support educational policy dialogue and reform
- Carry out restorative and beneficially additive basic education, educational policy and planning activities in crisis countries.

The main goal of the Education Policy & Institutional Advisor is to contribute to the improvement of quality basic education in Uganda, while preserving and increasing the level of access and persistence. The specific tasks to be achieved by the advisor are provided in the next section entitled, scope of work.

## 1.2 SCOPE OF WORK

The specific tasks of the Education Policy & Institutional Advisor (EPIA) are listed below:

- Extend the Teacher Development Management System [TDMS] to 5 new Primary Teachers Colleges [PTC] and complete Nation-wide implementation of TDMS.
- Monitor the impact of TDMS by routinely visiting the field.
- Strengthen linkages between the PTCs and their respective districts at the local government.
- Train facilitators to train, Head Teachers in basic management skills
- Work with staff in P/PE department of Ministry to improve quality of instruction in classrooms through appropriate classroom interventions
- Increase persistence and improve performance of girls through creation of child-friendly school environments.
- Assist MOES to Increase its focus on Primary Education for orphans and vulnerable groups
- Work with staff in P/PE department of Ministry to promote and assess new approaches to Universal Primary Education [UPE] for example ABEK, COPE, Multi-grade teaching.
- Design and improve teacher training materials by working continuously with the Institute for Teacher Education in Kyambogo [ITEK].
- Submit quarterly reports on progress and activities completed.

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**NB:**

*This SOW is under the revised level of effort for the Education Policy & Institution Advisor. The specific tasks are revised based upon the expressed needs of the MOES departments of Pre-primary and Primary and Teacher Education.*

## **2. ACCOMPLISHMENTS & PROGRESS IN SECOND QUARTER**

In this section the specific tasks of the EPIA as per the scope of work, are addressed with regard to the accomplishments and progress in this quarter.

### **2.1 TDMS Expansion & Monitoring**

#### ***Goal***

Extend the Teacher Development Management System [TDMS] to new 5 Primary Teachers Colleges [PTC] and complete Nation-wide implementation of TDMS. Monitor the impact of TDMS.

#### ***Objectives***

- Monitoring the Impact of Reform Activities
- PTC Support to institutionalize TDMS activities
- Monitoring Start-up of the residentials
- PTC, CCTs, District officials supervised

#### ***Activities Undertaken***

During this quarter the EPIA has worked collaboratively with, the MOES departments, of Teacher Education, Primary Education and Education Planning Dept. In addition, ITEK, select District Administrators and the PTCs, were met in the institutionalization of TDMS components. The activities undertaken by the EPIA are listed below:

- Participated in the National TOF for the residentials
- Serve on the National Coordination Committee for Outreach Training
- Facilitated at the outreach tutor training residential
- Residential monitored - for the PTE in-service students
- Attending & participating in the meetings for administrator's planning.
- Residential monitored - for the HT- Management training
- Monitoring of the CCTs in selected PTCs
- Organized and chaired joint regional Inter-PTC seminar in western region
- Supervision of the PTC based TOF
- Capacity building with the new admin in 4 core PTCs

## ***Achievements***

2.1.1 The EPIA was actively involved in the September residential preparation for the PTE in-service students. The National TOF was attended and the EPIA facilitated topics. The PTC schedules were reviewed & feedback provided on the required areas for improvement. The National Topics for training at the PTC level were reviewed and editing recommendations were provided.

2.1.2 During the course of the last quarter, the EPIA has visited the PTCs in the different phases. Issues highlighted below were gathered from monitoring of TDMS activities, PTC residentials, review of documents and staff meetings. The achievements are based upon the set priorities of MOES.

**Table 1: Achievements**

| TOPIC   | ACHIVEMENTS   |          |              |        |               |                |         |
|---|---|----------|--------------|--------|---------------|----------------|---------|
| <b>1. PHASE 6</b><br><br><b>5 NEW CORE PTCS</b> | <p>The 5 new Core PTCs have begun their outreach activities during this quarter. The PTCs are:</p> <ul style="list-style-type: none"><li>* Ibanda Core PTC - Mbarara District</li><li>* Kibuli Core PTC - Kampala District</li><li>* Busuubizi Core PTC - Mubende District</li><li>* Ladonga Core PTC - Yumbe District</li><li>* St Alyosius Core PTC - Kumi District</li></ul> <p>The EPIA has worked with 4/5 PTCs and supporting their start-up activities.</p>  |          |              |        |               |                |         |
| <b>2. REGIONAL SEMINAR</b>                      | <p>During this quarter the EPIA organized and hosted a Regional Seminar for the Core PTCs in the Western regions of Uganda. This allowed for the new PTC administrators to work with their counter-parts. This unique seminar offered the opportunity for the participants to discuss - policy related issues; management and administration; implementation issues; constraints and setting strategies. The success of this seminar was recorded and the Principals resolved to conduct this twice a year.</p> <p>The PTCs involved include:</p> <table><tr><td>Bushenyi</td><td>Canon Appolo</td><td>Ibanda</td></tr><tr><td>Bishop Stuart</td><td>Kabale-Bukinda</td><td>Ndegeya</td></tr></table> | Bushenyi | Canon Appolo | Ibanda | Bishop Stuart | Kabale-Bukinda | Ndegeya |
| Bushenyi  | Canon Appolo  | Ibanda   |              |        |               |                |         |
| Bishop Stuart                                   | Kabale-Bukinda  | Ndegeya  |              |        |               |                |         |



|                                    |  |
|------------------------------------|--|
| <b>3. ORIENTATION COURSE</b>       | <p>The ACE/TE organized the orientation course for the new staff in the PTCs. The EPIA has focused on the building of capacity with the DPs, with an emphasis on planning and staff supervision.</p> <p>Attention was given to those who had been promoted and required the management training. The 10 day course was fully attended and there was high quality of participation. EPD; TE and personnel Depts were involved in this training.</p> <p>Over the quarter there was opportunity for the EPIA to monitor the progress of the new staff and to further support their efforts in the field.</p>  |
| <b>4. NGO /DONOR COLLABORATION</b> | <p><b>Save the Children USA :</b><br/>Works with Nakaseke PTC in the training of In-Service teachers from Nagasongola District.</p> <p><b>Plan International:</b><br/>Involved in Continuous Professional Development activities in Tororo Districts and hosted at Mukuju PTC.</p> <p><b>Peace Corp:</b><br/>Peace Corp Volunteers are trained and set out to 5 PTCs in the Central Region, to support the primary education reform initiatives. The hosting PTCs are Shimoni, Iganga, Nakaseke, Kabulasoke and Nyondo.</p> <p><b>AVSI –Italian Support:</b><br/>This NGO works closely with Bulera PTC &amp; Loro PTC for the support of the refugee crisis in the northern region. The refugee schools are funded in part by AVSI and the CCTs work with them to upgrade the teachers.</p> <p><b>VSO :</b><br/>Volunteers are sent from the European Union to support the primary education institutions. They are posted to both the pre-service and the outreach activities. The MOES trend is to use them mainly in the Non-Core PTC in the Eastern Region.</p> |

|  |  |                |      |              |         |        |               |               |  |                |          |      |      |        |          |            |        |        |        |         |  |  |
|--|--|----------------|------|--------------|---------|--------|---------------|---------------|--|----------------|----------|------|------|--------|----------|------------|--------|--------|--------|---------|--|--|
| <b>4. NGO /DONOR COLLABORATION</b><br><i>[continued]</i> | <p><b>USAID:</b><br/>The first phase of the Connect-Ed initiative in collaboration with USAID &amp; ITEK is under-way. The beneficiary institutions are Shimoni PTC, Mukuju PTC, Bushenyi, &amp; Gulu PTC.</p> <p><b>Eastern Region Church Union:</b><br/>Support is given to the Soroti Core PTC for the training of all the teachers in the Soroti district. This has been successful and will extend to Katakwi district in the new year.</p> <p><b>Local Council:</b><br/>Bushenyi and Kumi districts are giving direct support to their PTCs for the advancement of education in their respective catchment areas. This was for construction in St Alyosius PTC and Promotion of Girls Education in Bushenyi PTC.</p>   |                |      |              |         |        |               |               |  |                |          |      |      |        |          |            |        |        |        |         |  |  |
| <b>5. TDMS RESIDENTIALS</b>                              | <p><b>Phase 4 &amp; 5:</b></p> <table><tr><td>Kitgum</td><td>Arua</td><td>Canon Apollo</td></tr><tr><td>Shimoni</td><td>Nyondo</td><td>Bishop Willis</td></tr><tr><td>Bishop Stuart</td><td></td><td>Kabale-Bukinda</td></tr></table> <p>These 8 institutions held their semi-final residential for the PTE In-service students. These students have been on the 3 year upgrading course and will be taking their exams in April 2002. The focus was on the consolidation of curriculum areas covered earlier in the course as well as on the remediation sessions in Math, English and Science.</p> <p><b>Phases 1-3:</b></p> <p>Residential focus in September 2001 was on the support for the Repeaters. Intensive Remediation &amp; Revision exercises were organized by the 10 PTCs to address the high failure rate in 2000.</p> <p>The PTCs in these phases are:</p> <table><tr><td>Bushenyi</td><td>Gulu</td><td>Loro</td></tr><tr><td>Bulera</td><td>Nakaseke</td><td>Kabulasoke</td></tr><tr><td>Mukuju</td><td>Soroti</td><td>Moroto</td></tr><tr><td>Ndegeya</td><td></td><td></td></tr></table> | Kitgum         | Arua | Canon Apollo | Shimoni | Nyondo | Bishop Willis | Bishop Stuart |  | Kabale-Bukinda | Bushenyi | Gulu | Loro | Bulera | Nakaseke | Kabulasoke | Mukuju | Soroti | Moroto | Ndegeya |  |  |
| Kitgum   | Arua   | Canon Apollo   |      |              |         |        |               |               |  |                |          |      |      |        |          |            |        |        |        |         |  |  |
| Shimoni  | Nyondo   | Bishop Willis  |      |              |         |        |               |               |  |                |          |      |      |        |          |            |        |        |        |         |  |  |
| Bishop Stuart  |  | Kabale-Bukinda |      |              |         |        |               |               |  |                |          |      |      |        |          |            |        |        |        |         |  |  |
| Bushenyi   | Gulu   | Loro           |      |              |         |        |               |               |  |                |          |      |      |        |          |            |        |        |        |         |  |  |
| Bulera   | Nakaseke   | Kabulasoke     |      |              |         |        |               |               |  |                |          |      |      |        |          |            |        |        |        |         |  |  |
| Mukuju   | Soroti   | Moroto         |      |              |         |        |               |               |  |                |          |      |      |        |          |            |        |        |        |         |  |  |
| Ndegeya  |  |                |      |              |         |        |               |               |  |                |          |      |      |        |          |            |        |        |        |         |  |  |

## **CRITICAL ISSUES NEEDING FOLLOW-UP**

- Delays in the release of funds to the PTCs for the residentials
- Lack of modules for the PTE-In Service Students
- HOPs need to be reinstated to manage these programmes
- Support from the districts to the In-service student teachers needs to be strengthened.
- HTs need to intensify their supervision of their teachers, to ensure that TDMS professional development courses are being implemented in the schools.
- Many CCTs & pre-service tutors have not yet accessed the payroll.
- ITEK preparation of achievement tests and materials needs to be timely.
- Rationalization of the CC boundaries to make the cluster size more manageable for the CCT coverage
- Delays in the validation exercise of the tutors [ 1 year delay]
- Vacancies in the pre-service and outreach programmes for long periods [ eg. Kabale Bukinda - 6 vacant CCs for more than a year]
- Only 40% of the district officials actively participate in the PTC residentials  
This has to be improved to ensure the success of TDMS nationally.

## 2.2 Head Teacher – Management Training

### *Background*

The Training of Head Teachers in Basic Management Skills needed to be reactivated. The last training cycle was under the SUPER/TDMS training, which ended in 1999. Moreover, the UPE tracking study as well as the TDMS evaluation Research showed that there was critical need for this programme to re-commence. This programme therefore became a priority, for the PPE department. ITEK was the collaborating institute for this activity, and the EPIA was made a National Taskforce member.

### *Goal*

*Train facilitators to train Head teachers in Basic Management Skills*

### *Objectives*

- Review the appropriateness existing training materials for HT Management course
- Design implementation Plan for the HT Management course
- Plan & conduct national TOF for 23 PTCs
- Train PTC facilitators during national TOF

### *Activities Undertaken*

- Taskforce in place for Management course
- Identification of lead officers in PPE/Dept & ITEK
- Consultative Meetings Held with the DE/MOES
- Organized and conducted Coordination meetings
- Review of Materials
- Served as national facilitator to train PTC staff at TOF

### *Achievements*

All 23 PTCs participated in the National TOF for the HT Management course. There had been a total of 3 participants per PTC, these being the following:

HOP- Mgt                      O/DP                      HOP-CPD

Emphasis was placed on the first 2 modules to be covered during the first term. The new 5 PTCs worked closely in peer teams to collaborate with the more experienced staff.

Issues of importance covered in the sessions included:

- |                            |                          |                |
|----------------------------|--------------------------|----------------|
| * time management          | * process assignments    | * course work  |
| * implementation of skills | * accountability         | * curriculum   |
| *community mobilization    | * roles & responsibility | * minimum stds |

## 2.3 PTC and District Linkages

### *Goal*

Strengthen linkages between the PTCs and their respective districts at the local government level.

### *Objectives*

- PTC and District planning meetings for institutionalizing TDMS activities
- Joint monitoring by PTC staff & District officials
- Encourage district participation in PTC Residentials
- Information dissemination on the new Core PTCs
- Data collection on Staff vacancies & status of teacher recruitment
- District officials attending staff development sessions at PTCs
- Review meetings at the end of a quarter to assess Impact, progress & bottlenecks

### *Activities Undertaken*

- Meetings with DEOs on the beginning activities of the new 5 PTCs and the hand-over exercise of the Staff & Resources
- District Councils met in 3 districts to discuss the rationalization of boundaries and the reallocation of outreach staff.
- Sample districts were visited to monitor the TDMS activities
- PTC administrators were interviewed and assessments made on the level of interaction with the districts
- EPIA participated in the Hand-over activities in 3 PTCs
- Strategic planning meeting with Kibaale District officials for NGO/Donor collaboration in funding teachers 3 year In-service course
- Reports and documents were reviewed on joint activities embarked on by PTCs & district administrators
- Staff meeting with CCTs & DISs in 6 PTCs
- Review of Plans set with District officials on Refugee education issues in 13 districts
- District officials met to monitor school facilities grant
- Districts piloting the “double shift” approach were met in a planning & review meeting, hosted by PPE/Dept

### *Achievements*

During this quarter the following district officials were met to focus on the recruitment of under-trained teachers for the TDMS in-service course and the HT teachers for the Basic Management Training: Mbale, Tororo, Nakasongola, Mukono, Mpigi, Kampala, Mbarara, Luwero, Kumi and Kotido. Issues highlighted:

- Entry requirements for under-trained teachers were too high- especially regarding math pass
- Books/modules were needed by the PTE students for their self-study
- Large numbers of HTs need training- estimated 6000
- Scrutiny of HT documents was critical due to fraud and forgery
- Modules were needed for the HT training
- Module 3 of the Management Training Course had to be revised in light of UPE financial accounting processes
- DISs requested training in the Management Course as they needed to supervise these HTs in their schools

This quarter saw the first conference on Disaster preparedness. The objective of the conference was to promote access, and equitable quality education for the disadvantaged children affected by armed conflict in the Northern region, West Nile and Western Region. District officials interacted with included those from the following districts:

The 14 districts were:

- |             |            |
|-------------|------------|
| * Gulu      | * Adjumani |
| * Kitgum    | * Kabarole |
| * Nebbi     | * Kotido   |
| * Mbarara   | * Masindi  |
| * Apac      | * Kasese   |
| * Bundibuyo | * Hoima    |
| * Arua      | * Lira     |

When analyzing the district /PTC collaboration on Reform Implementation and TDMS Activities and Accountability during this quarter, the following issues are apparent:

- Districts continue to rely on CCTs' Supervision reports as their sole update on the status of schools. There has to be an intensification of inspection of schools by the district officials to follow-up on the issues covered by the CCTs. Funds need to be allocated by the CAO's office for the inspection activity as an urgency.
- Recruiting Teachers into the primary schools in the hard to reach areas continues to present a problem. The remote districts are unable to even recruit unqualified teachers. Special incentive packages are needed for these specific cases.

The table below illustrates the PTCs and the joint activities embarked on in specific districts. The data is derived from a synthesis of a number of activities the EPIA was involved in, including field monitoring, document review and interviews with stakeholders.

**Table 2: PTC/ DISTRICT JOINT ACTIVITIES**

| <b><i>PTC</i></b>                                | <b><i>JOINT ACTIVITIES</i></b>   | <b><i>COMMENT</i></b>   |
|--|--|---|
| <b><i>SOROTI<br/>PTC</i></b>                     | The district education office in conjunction with the resident church organization, work with Soroti Core PTC, to organize and implement Continuous Professional Development training for all teachers in Soroti district. The PTC staff offer the professional training, the Church funds the activity and the DEO coordinates the training event and inspects the implementation in the field.                                     | <b><i>This joint activity has a positive impact on the teachers' performance. The interest displayed by the district on quality improvement of education, should be emulated by other districts</i></b> |
| <b><i>ST<br/>ALYOSIUS<br/>PTC<br/>[KUMI]</i></b> | Since St Alyosius has been transformed into a Core PTC, there has been increased collaboration between the districts and the PTC. The specifics entails the contribution of the district to the completion of the buildings by providing materials. The district is looking into further work with NGOs to improve the sanitation facilities at the PTC.   | <b><i>Kumi is among the first districts to invest in the improvement of the facilities at the PTC. It is hoped that this collaboration extends to professional activities as well.</i></b>              |
| <b><i>BUSUUBIZI<br/>PTC</i></b>                  | Kibaale district officials have been very active in support of TDMS initiatives. Since the transformation of Busuubizi into a Core PTC, and the transfer of CCT staff from Bulera PTC to Busuubizi, the DIS has followed up with the new principal. There is collaboration with Ireland Aid for the training of Un & under-trained teachers in Kibaale & Kiboga districts and the CCTs are involved in this. The district was active | <b><i>It is envisioned that the district/ PTC linkage with Ireland Aid serves as a pilot for the cost-sharing and inter-organizational collaboration, which the other 54 districts can follow.</i></b>  |

|                        |  |   |
|------------------------|--|---|
|                        | in the hand-over of the staff/CCTS, the learning/resource centers/CCs, motorbikes and other resources.   |   |
| <b>NDEGEYA<br/>PTC</b> | This PTC is coordinating the pilot of the Multi-Grade teaching activities in Kalangala district. There is growing improvement in this partnership and the multi-grade initiatives are taking root. The DEO of Kalangala was included in the study tour to Ireland, to learn from the counter-parts there, on how to develop materials and manage the implementation of multi-grade.  | <i>The districts of Kotido, Moroti, Semebabule, Nakasongola, Soronko Buvuuma Islands and areas in the West Nile can benefit from the multi-grade approaches to teaching. They should visit this pilot in Kalangala.</i>   |
| <b>MUKUJU<br/>PTC</b>  | Mukuju PTC has benefited from a close collaboration with the Tororo district education office. Tororo district in conjunction with Plan International the resident NGO, work with Mukuju PTC to organize Continuous Professional Development training for all teachers in the district. The PTC staff offer the professional training, the NGO funds the activity and the District officers coordinate the event and the DIS inspects the implementation in the field. | <i>This joint activity has been going on for a full year-2001. There is notable change in some teachers' performance. This in the long term increase to a larger number of teaches and eventually Improve the pupils learning. It is recommended that other districts join in this type of linking.</i> |



## **2.4 Development of child-friendly school environments**

### ***Goal***

Increase persistence and improve the performance of girls through the creation of child-friendly school environments

### ***Objectives***

- Develop the TOR for a conference for Partners working in this field
- Review of documentation and reports
- Collaborate with UNICEF to identify the central activities which fall under Child Friendly Basic Education & learning [CFBE&L]
- Monitoring the Impact of Reform Activities

### ***Activities Undertaken***

During this quarter the EPIA has worked collaboratively with, the MOES departments, of Primary Education and Education Planning Dept. As well as NCDC, select District Administrators, NGOs and the PTCs. The focus was on the implementation and institutionalization of CFBE&L components. The activities undertaken by the EPIA are listed below:

- Attending & participating in the planning meetings for the Conference
- Actively participated in the Jinja Partners Conference
- Reviewed the reports on the 5 main CFBE&L programmes
- Monitoring of training of CCTs in 3 topics

### ***Achievements***

During this quarter the main achievement was the successful completion of the CFBE&L Partners Conference hosted by MOES and UNICEF during the 14 – 16 November 2001 at Jinja. One of the most valuable outputs was the identification of the specific programme activities which are encompassed within CFE&L. A portion of these will become the focus for further development & the EPIA will work with PPE officers on these programmes. These will include the following programmes:

- Early Childhood Education & Development
- Break Through To Literacy
- Mother Tongue Language Development
- Complimentary Basic Education
- Interactive methodologies
- School Hygiene & Sanitation

## 2.5 Promote & Assess Activities to support UPE

### *Goal*

Work with PPE dept staff to improve the quality of instruction in classrooms through appropriate classroom interventions.

### *Objectives*

- Complete a sub-sector needs assessment in order to develop focus areas with the ACE/PPE in this sub-sector
- work with the ACE/PPE to identify areas for further support from EPIA- capacity-building, personnel & human resource development
- Strategic Planning, Programme development, monitoring and evaluation for PPE programmes

### *Activities Undertaken*

In working with the PPE department during this quarter the EPIA was able to accomplish the following specific activities. These activities undertaken by the EPIA are listed below:

- Attending & participating in the PPE department staff meetings for planning and review of programmes.
- Prioritized the following programmes for support by EPIA:
  - HT management training
  - Curriculum Implementation
  - Double Shift
  - Reading & Writing
  - Text Book Use

### *Achievements*

HT management training - EPIA servers on the National Task force and represents the PPE department at all ITEK coordination meetings. One of the most significant successes was the conducting of the national TOF after a lapse of 2 years. *[Details of this can be found in section 2.2 of this report]*

Curriculum Implementation- The EPIA was selected by the DE/MOES to be on the Uganda National Curriculum Committee. This involved the review of the new curriculum and to develop strategies & guidelines to assist teachers in the implementation, since there is curriculum over-load. Specific schedules have been developed for the implementation with NCDC in January 2002.

Text Book Use, double shift and Reading & writing will be followed up in the next term. Plans are in place to work with a team of consultants from IDT/UK.

## 2.6 Increase Focus on Primary Education for Vulnerable Groups

### *Goal*

Assist MOES to Increase its focus on primary education for orphans and vulnerable groups; by working with the PPE department staff to promote and assess new approaches to UPE.

### *Objectives*

- Identify the districts most affected by the insurgency and found within the war-zone.
- Develop the TOR for a conference for stakeholders in this field
- Review of documentation and reports
- Collaborate with Disaster Preparedness sub-sector to identify the central activities
- Identify NGOs, Donors, CBOs working in these catchment areas

### *Activities Undertaken*

The EPIA participated in the following activities in collaboration with the MOES Desk officer for Disaster Preparedness. These activities were:

- Working with colleagues to set the conference agenda
- Assisting with the preparations for the conference & logistic arrangements
- Attended and participated in the conference
- Reviewed reports from districts
- Compiled report & data base on the field situation.

### *Achievements*

The conference was attended and there was 100% attendance from the invited districts. The Minister for State- Education was a full participant at this conference. Basic data from the conference was processed and this offers a more comprehensive understanding of the situation in the affected regions.

The 14 districts most affected are:

- |             |            |
|-------------|------------|
| * Gulu      | * Adjumani |
| * Kitgum    | * Kabarole |
| * Nebbi     | * Kotido   |
| * Mbarara   | * Masindi  |
| * Apac      | * Kasese   |
| * Bundibuyo | * Hoima    |
| * Arua      | * Lira     |

In the next quarter follow-up will be made with the partners to streamline efforts in the refugee schools and IDP camps. The following partners were seen to be most active from the Donor & NGO community:

|                |                     |                         |
|----------------|---------------------|-------------------------|
| UNICEF         | WFP                 | Action Aid              |
| Red Cross      | DED/GET             | UNHCR                   |
| OXFAM          | Save the Children   | ZOA Secondary level     |
| Norwegian Fund | Italian Cooperation | Christian Children Fund |
| USAID          | AMREF               | WES                     |
| AVIS           | LINK Community      |                         |

### 3. CHALLENGES & EMERGING ISSUES

#### 3.1 TDMS Implementation Issues Issues for the Attention of the MOES

- The impact of the abolishing of cost-sharing at tertiary institutions is now being realized in the field. The issues related to the component of the second intake of PTE students and HTs into the TDMS training needs to be urgently addressed. Although training has gone ahead in the 23 PTCs, the required modules for the students have not been produced. Given that the TDMS model is based on the distance education format, the modules are critical to the students study. Therefore, MOES needs to address the production of the modules for PTE –In-service and Ht Management training.
- The re-instating of the HOPs in the Core PTCs has to be followed up urgently. In view of the national training of all teachers on the new curriculum, the in-service training of the 30,000 new teachers to be recruited and the 6000 HTs enrolled on the Management course; the TDMS system to be utilized as the training modality, these HOPs would be required to provide quality training & support to the new recruits. This issue was also supported in the external evaluation report on TDMS.  
*[issue persists from last year]*
- Funding Gaps within the MTBF are constraining activities. The following areas have been identified as requiring immediate attention:
  - Production of 125,000 copies of the training modules on the new curriculum & text book series.
  - Sufficient copies needed of the New Curriculum volume II
  - Funding of Local Language boards
  - Preparation of L/L materials
  - Trailing of Integrated Production Skills syllabus

- Expansion of Complimentary Basic education
  - Renovation of the phase 5 & 6 Core PTCs
- The rationalization of the PTC and CC boundaries becomes imperative in light of the creation of the 5 new Core PTCs, approved by cabinet. In order for there to be equitable distribution of CCs per district and PTC there should be rationalization of boundaries. In addition, in order to improve on quality of CCT supervision coverage of Schools and professional support to teachers, the larger CCs with schools in excess of 20, should be divided. This needs to be addressed, prior to the outreach activities being initiated in the new Core PTCs. *[ issue persists from last year]*
  - The ESC validation exercise needs to be reinitiated and efficiently executed in a timely manner. There are numerous vacancies in all PTCs, which negatively impacts the students performance. Current emphasis has been on addressing teacher wastage and poor performance. There needs to be urgent redeployment of tutors to PTCs. In attempting to improve the quality of PTC trainings & face to face teaching there needs to be staff development of all tutors and intensification of supervision and monitoring at all levels.
  - There has been a decline in the inspection of schools by both the national inspectors as well as the district personnel. The repeated excuse given for this has been the lack of funds for transport. Districts need to commit funds specifically for supervision & inspection. This can be done as an inter-sectoral activity to be cost-effective. More attention needs to be put on this. With the development of ESA it is hoped that this situation will be improved.
  - Policy direction is essential in the following areas for the effective implementation of the Primary education Reform in Uganda:
    - Local Language as medium of instruction nationally
    - Integration of Grade 5 qualifications into primary teaching service
    - UPE Capitation grants to Refugee schools
    - Re-integration of “child-mothers’ into school
    - Policy on the education of disadvantage & vulnerable groups
    - Non-formal / complimentary education policy needed
    - Integration of GEM & Gender issues into policy paper
  - CPD activities [ continuous professional development ] need to have financial support, since the districts do not provide this budget to the HTs or the CCTs.

Additional support is required to better facilitate the work of the CCT in light of the increased and urgent task at hand to accomplish the following activities within this quarter:

- supervision and support of PTE –In-service students
- professional mentoring of all teachers
- supervision and support of HTs on training course
- training of all teachers on the following-
  - Text Book Module
  - New Curriculum
  - Non-Text Book Learning Materials
  - Stock Management & Storage

### 3.2 Context of EPIA SOW

#### Issues for the Attention of BEPS

- This quarterly report has been prepared on the modified activities, entailed in the revised SOW of the EPIA. The activities were initiated on the return of the EPIA from her maternity leave and started on the 13 August 2001.
- Over this quarter, the EPIA has been relocated to the pre Primary & Primary section of the MOES on the request of the PS/MOES. The re- location has seen new colleagues to interact with. Intensive work has been done in collaboration with the DE/MOES to focus the schedule of duties of the staff in PPE/dept. The revised SOW has the following refocused tasks:
  - Complimentary Basic education/NFE
  - Work on Disadvantaged & vulnerable groups
  - Curriculum Implementation
  - HT Management Training
- The Phase 6 of the TDMS integration has been initiated. Of the 5 new Core PTCs the EPIA is working with 4. These being:
  - Kibuli Core PTC : Kampala District
  - Busuubizi Core PTC: Mubende District
  - Ibanda Core PTC: Mbarara District
  - St Alyosius Core PTC: Kumi District
  - Ladonga Core PTC in Yumbe district is the 5<sup>th</sup> being in the northern region in the travel restricted area due to insurgencies.

- During the past quarter, the EPIA has been actively involved in USAID preparatory activities for the ESIP Review in October. In addition, there has been an intensive amount of consultative meetings with USAID visitors. Refer to appendix 1 for details. This involved various activities, this has been primarily on the Strategic Planning Initiatives as well as, including site preparation, meetings at the mission and field visits with teams. Moreover, the EPIA collaborates with the USAID education team to prepare presentations on the TDMS activities & other education initiatives, and the Health Education programmes.

#### 4. FOCUS AREAS FOR NEXT PERIOD

**EPIA: Renuka Pillay**

- Period Covers – January 2002 to May 2002**

**TABLE 3: Focus Areas**

| ACTIVITY  | PERIOD                    |
|---|---------------------------|
| 1. ESCC Meetings  | January<br>March<br>April |
| 2. Teacher Recruitment Follow-Up  | Whole Term                |
| 3. USAID Follow-Up  | Whole Term                |
| 4. PTC & district Support, residential, and field monitoring:<br>Ibanda                      Kibuli<br>Busuubizi                  St Aloysius<br>Shimoni                    Nyondo<br>Bishop Stuart              Kabale-Bukinda<br>Nakaseke                  Kabulasoke<br>Soroti                        Mukuju | Whole Term                |
| 5. ESIP Review  | April                     |
| 6. Head Teacher management training   | Whole Term                |
| 7. PTE In-service Training  | Whole Term                |
|   |                           |

|   |             |
|---|-------------|
| 8. Implementation of new curriculum                                     | Whole Term  |
| 9. Financial Management   | Whole Term  |
| 10. Activities to promote focus on the disadvantage & vulnerable groups | Whole term  |
| 11. Non Formal education promotion & assessment                         | Feb & March |
| 12. Consultant Support  | Needs Basis |



## **APPENDIX 1**

### **CONSULTATIVE MEETINGS**

#### **EPIA**

**Quarter: August 2001 – December 2001**

**CONSULTATIVE MEETINGS**  
**EPIA**  
**Quarter: August 2001 – December 2001**

**Table 4: Consultative meetings**

| #   | ORGANIZATION          | NAME              | REMARKS  |
|-----|-----------------------|-------------------|--|
| 1.  | FENU                  | Edreda Tuwangye   | NGO Collaboration in Education Activities                    |
| 2.  | NCDC                  | Mrs Bakahena      | Primary Education Curriculum Reform                          |
| 3.  | Save the Children USA | Catherine Kennedy | CHANCE Ed Outreach activities for the school drop-out groups |
| 4.  | AGC                   | Andrew Gilboy     | ISP -USAID   |
| 5.  | World Bank            | Paud Murphy       | TDMS Institutionalization                                    |
| 6.  | ITEK                  | Mr John Bweyo     | Outreach Tutor Training                                      |
| 7.  | UNICEF                | Dr Sebeso         | Developing Child Friendly schools                            |
| 8.  | MOES/PPE              | Resty Muziribi    | Early Childhood Education Seminar Prep                       |
| 9.  | ITEK                  | Mr Kateshumba     | HT Management training                                       |
| 10. | UNICEF                | Mr N. Charles     | Expansion of COPE Activities                                 |
| 11. | ITEK                  | Alex Kibuuka      | Registration & Certification of HTs                          |

## CONSULTATIVE MEETINGS

continued

| #   | ORGANIZATION             | NAME   | REMARKS  |
|-----|--------------------------|--|--|
| 12. | USAID                    | Paul Murphy  | ESIP/ Education Review                                   |
| 13. | World Learning           | Susan Kajura                                       | Education Reform Evaluation                              |
| 14. | World Learning           | Jerrold Keilson                                    | Education Reform Evaluation                              |
| 15. | USAID                    | Dr Sullieman Barr                                  | DISH Project – Review of TDMS model for Health           |
| 16. | Ireland Aid              | Ms Liz M.  | Multigrade Activities – Meeting on Peer visit to Ireland |
| 17. | USAID                    | Christine Kiganda                                  | ESIP/ Education Review                                   |
| 18. | CIDA                     | Jo-Anne Doherty                                    | Disadvantaged Groups – Policy Framework                  |
| 19. | CIDA                     | Dan Tucker   | Disadvantaged Groups – Policy Framework                  |
| 20. | Mango Tree Ed Enterprise | Craig Esbeck                                       | Development of Educational Materials for Lower Primary   |
| 21. | MOES / EPD               | Joseph Muwalya<br>James Mayoka<br>Albert Bymugisha | Preparation & coordination<br>ESIP/ Education Review     |

## **APPENDIX 2**

### **SEMINARS & NATIONAL WORKSHOPS EPIA Participation as Facilitator & TA Quarter: August 2001 – December 2001**

**SEMINARS, CONFERENCES & NATIONAL WORKSHOPS**  
**EPIA Participation as Facilitator & TA**  
**AUGUST 2001 – DECEMBER 2001**

**Table 5: Seminars & Workshops**

| #  | ACTIVITY   | FOCUS   |
|----|--|---|
| 1. | <b>GEM – Girls Education Movement</b>            | GEM was launched in Uganda by the President. The specific objective was to provide opportunities for girls to participate & exercise their leadership and technical skills in developing appropriate education plans. The EPIA participated in the preparation of this international conference & attended the conference |
| 2. | <b>UNICEF - Child Friendly conference</b>        | EPIA participated in the monitoring of the pilot areas. The conference reviewed the current status & participation of EPIA was focused on ideas for consolidating current practices and integration of new areas for development.   |
| 3. | <b>USAID</b>                                     | Integrated Strategic Planning<br>The EPIA participated during the months of September till November in the Consultative Sessions for: <ul style="list-style-type: none"> <li>• SO8 – Health &amp; Education</li> </ul>  |
| 4. | <b>Head teacher Management Training Workshop</b> | ITEK hosted a 3 day workshop for the preparation of the materials and planning for the 2 <sup>nd</sup> National Intake of HTs on the management course.   |
| 5. | <b>ESCC Meetings</b>                             | EPIA attended all the scheduled ESCC meetings in this quarter as a follow-up to the ESIP Review.  |
| 6. | <b>Nakaseke PTC - National training for CCTs</b> | Co-ordination ITEK on the training offered to the tutors, CCTs, the residential training and the national TOFs for all 23 Core PTCs. Emphasis, on phase 4&5 for CCT training.   |

| #   | ACTIVITY  | FOCUS   |
|-----|---|---|
| 7.  | <b>National training for Outreach Staff</b>               | O/DPs & CCTs received training in the final phase of their course, planned by ITEK in conjunction with MOES.  |
| 8.  | <b>ITEK - National TOF</b>                                | Monitoring the Sessions on the School Practice preparations by the Core PTC Administrators in phases 4 &5 for the PTE final year students.  |
| 9.  | <b>ESIP Review</b>  | The EPIA participated in all sessions and provided the review for the specific undertakings for the Teacher education component. In addition the EPIA collaborated with the relevant departments for the teacher recruitment analysis and policy review.  |
| 10. | <b>Namirembe: Writing workshop for module development</b> | Instructional Materials Unit/MOES in conjunction with TE/Dept held a 2 week writers workshop on the preparation of the following materials: <ul style="list-style-type: none"> <li>• <b>Text Book Module &amp; Teacher's Guide</b></li> <li>• <b>Non-Text Book Learning Materials &amp; Teachers Guide</b></li> <li>• <b>Stock Management &amp; Teachers Guide</b></li> </ul> |
| 11. | <b>UNICEF Strategic Plan seminar</b>                      | Seminar focused on the evaluation 7 review of the existing activities in the country and the introduction of the New 5 year plan for UNICEF. The changed priorities on Rights Based Education was initiated in Uganda.  |
| 12. | <b>Disaster Preparedness Conference</b>                   | The 13 districts most affected by insurgency and in the war-zones were participants. Data on the refugee crisis and the NGO activities in the areas were tabled. Strategies were set by MOES.   |

|    |   |
|----|---|
| 13 | <p style="text-align: center;"><b>ACTIVITY FOCUS</b></p> <p style="text-align: center;"><b>ESIP/ Education Sector Review [ESR]</b></p>  |
|    | <p>The 6<sup>th</sup> ESR held between 22 – 26 October 2001 in Kampala, Uganda Was coordinated by USAID. A different member of Education Funders Agency Group [EFAG] coordinates each ESR. USAID hired a local consultant and an International consultant to support the USAID in-country team.</p> <p>During this period there was</p> <ul style="list-style-type: none"> <li>• Pre Review Planning Sessions</li> <li>• EFAG Preparatory Meetings</li> <li>• EPD Preparatory Meetings</li> <li>• Facilitators Daily Coordination</li> <li>• Daily EFAG Warp-Up meetings</li> <li>• Member of the Coordination Committee</li> <li>• ESR Participation in all sessions</li> <li>• Served as the USAID liaison with MOES</li> <li>• Served on the Aide Memoire Writing Team</li> <li>• Coordination and monitoring of the 3 Working Groups</li> </ul> |